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ABSTRACT

The report describes a search for instructional materials on citizen education, provides a directory of materials and publishers, and reviews materials. The document is presented in seven sections. Section I describes the search for literature relevant to citizen education. Section II explains that the search scope encompasses materials dealing with citizen education-related fields, including community education, economic education, ecology, energy, family education, global education, government, history, law-related education, moral-ethical education, political participation, and social science. Sections III and IV examine problems related to identifying appropriate materials and establishing evaluation criteria for judging materials. Section V discusses trends in textbooks, supplementary materials, and citizen education programs. Section VI offers recommendations for using materials in a variety of citizen education situations. A major recommendation is that state and local school personnel be involved in materials evaluation. Section VII lists references. The document concludes with appendices presenting primary source bibliographies, primary source promotional literature, and reviews of primary source materials, textbooks, supplementary materials, and instructional programs. (Author/DB)

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LITERATURE SEARCH, REFERENCE FILE AND COMPENDIUM OF INSTRUCTIONAL MATERIALS FOR CITIZEN EDUCATION: FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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LITERATURE SEARCH, REFERENCE FILE AND COMPENDIUM OF INSTRUCTIONAL MATERIALS FOR CITIZEN EDUCATION: FINAL REPORT

As part of the process of developing an information base for the Citizen Education component of Research for Better Schools, Inc. (RBS), a literature search of citizen education instructional materials was conducted. One product of this search was the initiation of a reference file of citizen education instructional materials.

The following report describes the first six month activities in the search of instructional materials relevant to citizen education. The report describes the strategies of the search as well as a number of methodological and substantive issues uncovered. In addition, it includes a description of the significant patterns found in the citizen education instructional materials reviewed in the search. Lastly, the report details a number of suggestions for future activities and makes recommendations for implementing these activities. Appendices to the report give examples of the types of products which resulted from this instructional materials search.

Strategy of the Search

The literature search of citizen education instructional materials was begun formally in January, 1978. Prior to that date, a series of informal meetings was held in order to clarify the task, set parameters and guidelines, agree on definitions, determine schedules, and marshal personnel.

It was decided that the literature search would be most effective and produce the most useful results if it was carried out in three stages. The plan for the three stages is described below and the current status of each stage is noted.

Stage One would consist of isolating instructional materials with probable citizen education relevance and determining in what way the materials were appropriate to citizen education. Stage One descriptions would be general and for the most part they would be derived from other existing reviews of materials. These descriptions would provide reviewers with enough information for them to decide if a certain piece of instructional material should be examined in depth. The Stage One descriptions also would enable reviewers to deduce preliminary categories of citizen education and to group and sort materials accordingly. In this way, Stage One would help to reveal trends in citizen education materials. As of May 31, 1978 Stage One activities are 95 percent completed.

Stage Two would consist of a closer, more thorough examination of

instructional materials in order to more fully describe them in relationship to specific citizen education goals. Stage Two descriptions would be derived from an analysis of the materials themselves; therefore these descriptions would be more detailed and less reliant on developers' or publishers' assessments. The Stage Two descriptions would help to reveal inconsistencies in the preliminary citizen education categories, in the hypothesized citizen education trends, and in publishers'/developers' descriptions of their own materials. As of May 31, 1978, 50 percent of Stage Two activities are completed.

In the final stage of the search, Stage Three, reviewers would use specific citizen education criteria to produce the most detailed descriptions of instructional materials appropriate to citizen education. These descriptions would become annotations in a compendium of materials. As part of this stage, a retrieval system for accessing the materials listed in the compendium would be developed. Both the retrieval system and the entries would be designed to maximize the compendium's usefulness to the school practitioner.

As of May 31, 1978, no Stage Three reviews have been conducted. However, the following preliminary activities have been initiated:

- the construction of a more comprehensive, detailed instructional materials review form and a more rigorous review process.
- the compilation of a dictionary or thesaurus of citizen education terminology.
- the development of a user's procedures handbook and training program.
- the investigation of alternatives for a retrieval system for accessing the Stage Three descriptions.

In most cases, Stage Three activities will interface with other related RBS citizen education tasks (e.g., the compilation of a reference file of citizen education objectives). These activities will also be coordinated with those citizen education tasks which involve state and school personnel (e.g., the identification of citizen education conceptualizations). Because of these coordinating efforts, the time line for Stage Three activities will parallel the time lines for model development and program implementation.

Taken together, the three stages of the literature search can be seen as an overall sifting and clarifying process. Literally thousands of pieces of instructional materials with citizen education relevance must be examined in this effort to arrive at an annotated compendium of the most useful items for potential practitioners. Simultaneously, the nature and focus of these materials must be clarified in an effort to make it easier to help users decide which ones are best suited to their individual requirements.

But this sifting and clarifying process cannot occur in isolation. It is paramount to involve users at all levels of implementation, from chief school officers to classroom teachers. Their expertise and experience will help to enhance and legitimatize RBS' efforts as the review of instructional materials proceeds.

Scope of the Search

An overview of the past 15 years of educational literature reveals an interesting phenomenon. Every four or five years, theoreticians and

practitioners have broadened their definition of citizen education.

In 1963, John Jarolimek outlined a program for "building civic competence." This program revolved around "concepts relating to people living and working together under a system of order that preserves individual freedom" and "direct teaching of the manner in which our system of government operates" (Jarolimek, 1963, p. 331). In 1967, Brubaker reported that most advocates of teaching good citizenship "see a direct relationship between this objective and the teaching of values...(Brubaker, 1972, p. 2). In 1972, Unruh added the need to teach "doing" as well as "knowing" (Unruh, 1972, pp. 83-84). In 1976, the Committee on Citizenship Education of the Council of Chief State School Officers (CCSSO) summarized this trend by offering an even broader definition: "...citizenship education should not only deal with the rights of the individual, but must also deal with the responsibilities of the individual for the betterment of society through participation in civic and group affairs." (CCSSO, 1976, p. 3).

In an attempt to reflect this general trend, RBS has offered a broad view of citizen education: "A synthesis of what an effective citizen should know from the following areas of knowledge: community education, ecology, economic education, energy, family education, global perspective education, government, history, interpersonal skills, law-related education, moral-ethical education, organizational development, personal development, political participation, social development, and social science" (RBS, 1977, p. 4-39). Furthermore, RBS has offered a

broad statement of its goal for citizen education: The goal of the Citizen Education component is to prepare students for current and future responsibilities in their interpersonal, community, and political lives, by fostering the acquisition of the knowledges, skills, and dispositions that lead to effective civic participation:

- Knowledge of the dynamic political, legal and social institutions of our society, including related issues and problems.
- Skills that enable individuals to make informed decisions, solve problems, act cooperatively, exercise leadership, set realistic goals, and reasonably evaluate various courses of action.
- Dispositions that stress respect for others and commitment to equity, rationality, conscience, and the historic principles of liberty, justice, mercy and pluralism of our society.

Breadth of Inclusion

Given such a broad perspective, it became necessary to set some parameters for the instructional materials review. Therefore, it was determined that five areas would be explored: (1) existing compendia and bibliographies dealing with instructional materials in social studies, civics, and other related citizen education content areas; (2) publisher's promotional literature dealing with instructional materials in social studies, civics, and other related citizen education content areas; (3) sequenced textbooks in social studies, civics, and other related citizen education content areas which are intended as the principal basis of instruction for a course of study; (4) instructional materials intended to supplement instruction in social studies, civics, and other related citizen education content areas; (5) instruc-

tional programs which incorporate a variety of materials, activities, and themes in social studies, civics, or other related citizen education content areas, and which are intended as the principal basis of instruction for a course of study.

The first two areas were chosen as the focal points of Stage One activities. They identified materials falling into the other three areas, which were described in greater detail in the steps of Stage Two and Stage Three.

For the first task of Stage One, the review and evaluation of existing bibliographies, RBS staff initiated an on-line ERIC search. The sets chosen for this search were "instructional materials" and synonyms, "annotated bibliographies" and synonyms, and citizen education content areas and synonyms. The limiters were "K-12" and "1972 to present." This search produced a list of 191 annotated bibliographies apparently describing K-12 citizen education materials. Each entry was reviewed, described, and categorized as:

- a primary source - one which could be used directly as a source for reviewing relevant materials (16 entries).
- a secondary source - one which listed relevant materials but which could not be used directly for reviewing (28 entries).
- a source of no use - one which was redundant, irrelevant or in some way incomplete (123 entries).

Twenty-four (24) entries were unavailable for review. Seven (7) bibliographies not obtained through the ERIC search were included by the staff as primary sources. A list of the primary source bibliographies and an exemplary review of one of these bibliographies appears

in Appendix 1.

Concommitant with the bibliographic review, the staff began a review of publishers' promotional literature. This literature was categorized as primary, secondary, or of no use (see above). A list of primary source promotional literature and an exemplary review of one piece of literature in this category appears in Appendix 2.

In addition, an instructional materials review form was developed and revised. This form was designed to facilitate the Stage One and Stage Two review and annotation procedures and to help systematize the resultant descriptions. Copies of this review form appear in Appendix 3. The instructional materials review form is divided into three sections. The first section summarizes the nature of the materials according to the publisher's descriptions. The second section summarizes and, to some degree, analyzes the curricular and instructional aspects of the specific material. The final section indicates which citizen education topics, knowledges, skills, and dispositions are addressed by the material.

Finally, the review of bibliographic entries and promotional literature was initiated. Exemplary reviews derived from these two sources appear in Appendix 4. The only limiter in these reviews, other than those stated above, was date of publication. Materials published or revised prior to 1970 were deemed out of date and therefore were not reviewed. It should be noted that, generally, instructional materials are published three to five years <u>after</u> they are developed, hence the reason for this limiter.

As bibliographic and promotional entries were reviewed, specific publishers were contacted either in person or by letter. They were asked to forward examination copies of those instructional materials which had been selected for Stage Two review. As these materials were received, they were reviewed. Examples of these reviews appear in Appendix 5.

The Technical Resource Panel

In order to guide the review procedure and to ensure that the final products would not be duplications of other efforts, two members of the Citizen Education Technical Resource Panel were chosen to lend their expertise to the review of instructional materials activities. They are Mary Jane Turner and Peter Martorella. To date, Professor Martorella has contributed informal assistance with building the review rationale, methodology, and procedures. He has also critiqued the review procedures, products, and activities.

As the review of instructional materials moves into Stage Three activities, Dr. Turner and Dr. Martorella will be asked to provide the following services:

- informal assistance in developing Stage Three review procedures and products.
- informal assistance in developing retrieval system procedures and products.
- informal assistance in locating relevant instructional materials.
- critique of procedures, products, and activities.

Methodological Issues

In only six months, it is very difficult to discuss the methodological issues of a search of this magnitude, except in very broad terms. However, certain problems did arise almost from the start and there is every reason to believe these problems will persist.

There does not seem to be a readily generalizable review procedure for instructional materials. Most review procedures that exist were designed to meet specific, individual needs or to concentrate on specific curricular or instructional questions (Klein, 1978, pp. 9-15). Some of these review procedures were quite useful, particularly those which dealt with areas that coincided with RBS' goal statement (Eash, 1974; Martorella, 1971, 1976; Turner, n.d.). Others were informative and helpful to a limited degree; but none could be used as they existed. Therefore, a specific review format for citizen education had to be established, tested, and revised for each stage of review. The resulting procedure has been found to be efficient and effective for Stage One and Two activities. The procedure basically follows the format of the instructional materials review form:

1. Locate and access materials or descriptions of materials from primary source bibliographies or promotional literature (see above).
2. Enter publishers' descriptions of material including cost, grade level, content application, and goal statement information, where applicable.
3. Describe the material substantively, including scope and sequence, examples of topics, instructional mode, teaching strategy, etc., where applicable.

4. Describe the nature of the instructional objectives, where applicable.
5. Determine all possible applications that the material might have in citizen education: knowledges, skills, dispositions, and topic areas.
6. Add comments.
7. Determine which materials or portions of materials (e.g., teacher's guide, filmstrip, etc.) should be reviewed more carefully for possible use in prototypic model development.

It is probable that the existing review procedures and forms, with some refinement and amplification, will become the Stage Three procedures and forms. The number of steps will probably remain the same. The general nature of the activities in each step will also remain the same.

The major refinements will occur in steps three through seven. The substantive and other descriptions will become much more detailed; the citizen education application possibilities will be weighed in order to better determine the most effective use of the materials; additional comments will be more evaluative especially in regard to the reading and developmental levels of the materials; and the final determination will include consideration of the material's suitability for implementation at specific sites.

The RBS procedure will serve the broader educational community as an additional review alternative which can be adopted or adapted. Furthermore, it is probable that as RBS works cooperatively with tri-

state personnel in developing prototypic citizen education models for selected school sites, the review procedures and forms will be used by the school site teams for choosing and/or developing instructional materials. Eventually, final versions of the review procedures and review forms probably will be used in all districts in the three states by school personnel developing citizen education programs.

A more important methodological issue to pursue is one of objectivity and thoroughness. In the review process, every effort was made to be as objective and thorough as possible. However, several aspects of the task made objectivity difficult to achieve. One such aspect was the enormous quantity of instructional material to be reviewed. Another was the inherent tediousness of the task. A third aspect related to the type of material available to the reviewer; in many cases in the Stage One reviews, it was necessary to rely on the opinions and descriptions of other reviewers. Although the instructional materials themselves were examined, frequently the samples were incomplete or out of sequence.

Because of these and other factors, it was decided that the reviews would be descriptive, rather than evaluative. The present review form reflects this conception. Where evaluative statements--such as reading level, degree of sex and ethnic stereotyping, or the nature of the objectives--are included, they are based on legitimate, clearly documented research methods.

Related to the issue discussed above is the methodological problem of defining and delimiting RBS' citizen education terminology and of

refining and specifying the review criteria accordingly. On one hand, all terminology must be clearly defined or there is a risk that the review criteria and descriptions will not communicate. On the other hand, too much specificity in criteria may result in overly particularized review statements which would not be useful either. A potential resolution would be to involve practitioners and other potential users as technical advisors. This involvement might orient reviewers toward the terminology and definitions that would communicate best to potential users.

Associated with this semantic concern is the issue of designing a retrieval system for the compendium. The system must make each entry readily accessible to users. But it must also be sophisticated enough to handle large quantities of information rapidly. The system must be adaptable enough to handle the constant addition and deletion of review entries. However, it must not be so complicated as to require more than a minimum amount of special instruction for the users. Several designs for such a retrieval system are presently being discussed. They include on-line retrieval, key-sort retrieval, and cross-indexed retrieval. Each will be investigated further with special attention to the above-stated concerns, as well as to cost-effectiveness and user preferences. If possible, all options will be tested before any final decision is made.

There is one last methodological issue which must be included; that is the necessity to make the instructional materials review an on-going task. The highly changeable nature of citizen education and its attendant materials has been pointed out earlier in this report. Added to this factor is the highly changeable nature of instructional materials

development and publishing. As new conceptions of citizen education lead to new goals, objectives, or definitions, developers and publishers will respond with new instructional materials. These should be reviewed and entered into the compendium, while others should be eliminated for various practical reasons. In short, for an annotated bibliography or compendium of citizen education instructional materials to be useful it must be kept up to date. Provision for this kind of revision should be built into the review task, procedure and format.

Substantive Issues

Although the review of instructional materials is far from complete, there are a number of substantive issues which seem to be developing. The first, and perhaps most obvious, substantive issue involves the potential usefulness of such a compendium. At this point the descriptions and criteria are meant primarily for in-house use. Likewise, the preliminary retrieval system being used is not intended for practitioners. In their final forms, both the descriptions and the retrieval system must reflect the users' perspectives. For the descriptions of the materials, this means clear and concise definitions, relevant criteria, and a compact format of presentation. The retrieval system used to access descriptions of materials, as indicated above, must not tax the user's ingenuity or training. The information in the compendium must be accessible and it must be kept current. It is hoped that this issue will be resolved as the review process moves through its three stages, especially if practitioners become involved as site improvement team members.

Another substantive issue is the present and future comprehensiveness of the compendium. The majority of reviews presently reflect existing instructional materials in the social sciences/social studies curricular areas. Reviewers have not included materials used in other discipline areas that might have citizen education applications. The question arises as to whether these discipline areas should be explored. Citizen education concerns are broad and they are not discipline-specific in the traditional sense.

Environmental education is a good example of this issue. Pollution, energy use and conservation are clearly topics of relevance to citizen education. And, as one might expect, these topics are usually included in social studies/social sciences instructional materials (e.g., Smith, 1977; Feldt, 1972; Palisades Nature Library, n.d.). However, these topics are also relevant to science education and are usually included in science instructional materials (e.g., Champagne and Klopfer, 1975; National Science Teachers Association, 1976).

Language arts, foreign languages and mathematics also might contain topics related to citizen education concerns. The lines of division are not well-drawn and the criteria for inclusion or exclusion are not well-defined. It would seem necessary to make the criteria explicit and to provide a rationale for inclusion and exclusion before carrying out the Stage Three reviews.

There are a number of substantive issues related to questions of classification and interpretation. First, no materials yet reviewed coincide

exactly with RBS' citizen education objectives or to RBS' proposed citizen education content areas. This is not surprising as the objectives and content areas of RBS citizen education are uniquely organized. As a result, there is a certain amount of reviewer interpretation which must be carefully structured to avoid misinterpretation. Second, there is a tendency to include all materials reviewed. Nearly everything reviewed has some citizen education application. This in itself is no problem; but it does put a great deal of responsibility on the reviewer to be clear, objective, and specific when writing descriptions. This responsibility becomes even more onerous in view of the vague and often misleading publisher-generated descriptions which permeate actual materials as well as the promotional literature. For example, "problem-solving" and "concept-formation" are very clearly defined inquiry processes (Dewey, 1966; Taba, 1967), but publishers or developers frequently use these terms without defining the processes or use them to describe other, unrelated thinking processes. There are other terms, like "values clarification" and "multiethnic," which also are often misused or used in a vaguely defined way.

Ultimately, the classification issue involves the refinement of the review process and the sophistication of the reviewers. In all likelihood, time and experience will greatly reduce the gravity of the problem. As RBS' citizen education concerns become more specific, terminology and definition will also become more specific. This specificity will lead to a clearer, more discriminating set of review criteria which will enable reviewers to do their task with more confidence.

A final substantive issue has to do with the investigation of field practices. Because this report and the task it describes deal with a review of instructional materials, there is no mention of instructional field practices. These practices include activities that occur in the classroom or school but are rarely published or even described; also included are extracurricular activities, such as student government or service clubs, and experiences that occur outside of the school entirely, such as through membership in the Girl Scouts or participation in Outward Bound.

Little has been done formally toward expanding the scope of the materials review to include these other areas. Indeed, some areas may be beyond the scope of an instructional materials review. The breadth of review was not designed for reviewing practices. However, they may be important as potential sources of effective treatments. Perhaps the creation of an instructional strategies review and an instructional practices review should be considered for future implementation in site activities; particularly if state or school personnel view such practices as desirable bases for potential program development.

Significant Patterns

Based on reviewer descriptions and comments about materials reviewed so far, a number of patterns can be proposed. Since the review procedure divides the instructional materials into textbook, program, and supplementary categories, the proposed patterns will be discussed in those categories.

Textbooks

In the area of textbooks, the prevalent content focus is history, either American or world. Interdisciplinary or multidisciplinary approaches in which information is presented through a wide range of social science/social studies concepts or themes seemed to be the major content structure. Many textbooks appeared to deal with values education and contemporary problems, but few had specific content foci in these areas.

Instructionally, most textbooks stressed the use of inquiry or critical thinking. However, these modes of instruction were loosely defined and included everything from problem solving to very traditional forms of information processing such as "read for facts and answer." Many textbooks recommended the inclusion of role playing and simulation as instructional strategies that enhance learning affective as well as cognitive skills. But very few offered more than minimal suggestions for integrating these strategies into classroom activities, and none taught the skills requisite to simulation or role playing. Instead, there was heavy reliance on lecture, discussion, and occasionally open-ended questions as instructional strategies to supplement the "read for facts and answer" format.

All textbooks used one of six instructional sequence presentations: chronological, expanding communities, personal or ethnic biography or anecdote, thematic/conceptual, regional/environmental, or behavioral (how individuals react to environments, events, emotions, etc.).

Few textbooks dealt with attitudes as anything more than by-products of factual learning. There was also little deliberate affective instruction

above the first or second grade level. Furthermore, the vast majority of textbooks reviewed were aimed at junior or senior high school students. Some were designed for the middle grades and a very small percentage were for primary school children.

Most textbooks offered a great deal of physical flexibility for both purchasing and teaching. Inexpensive booklet series, optional workbooks or study guides, associated optional audio-visual materials and the like were quite common purchase options. Sequence and presentation alternatives reflecting these purchase options were also common, as were a wide range of prices.

Supplementary Materials

Among supplementary materials there appeared to be more topic variety and a wider range of content application. Law-related topics, the United States Constitution, civil liberties, and similar topics were the focus of a large number of these materials. Many dealt with the social, moral or emotional development of the individual. Other significant content areas included contemporary problems, such as racism, consumerism, urban adjustment, and sex role stereotypes, as well as more traditional topics such as history segments or geocultural studies.

Teachers instructions for using supplementary materials seemed to emphasize various kinds of thinking skills in instructional delivery. For the most part, these skills were at a more sophisticated level than the skills stressed in the textbooks. For example, there were few recall tasks but many interpretation or analysis tasks. The

interpersonal skills which were addressed varied with the nature of the material. Films and records involved more passive participation than did games or simulations. In most cases, there was much reliance on the teacher either as discussion leader, questioner, or rule enforcer.

Supplementary materials, by definition, have no intrinsic instructional sequence. But the prevalent organization of these materials was an issues-oriented, thematic/conceptual one. In addition, many of these materials included suggestions for ways to incorporate them into the on-going classroom instruction.

Most supplementary materials dealt both directly and indirectly with attitudes, values, and affect. In many cases that was their principal objective. However, as with textbooks, the majority of these supplementary materials was designed for junior or senior high school students. This was especially true of the ones that involve the students in gaming or role-playing activities.

Programs

Because instructional programs characteristically span a number of age/grade levels, they usually include several topic areas. However, it is often possible to discern principal content area focal points or threads that run through sequenced programs. The content threads most frequently appearing in programs reviewed were thematic/conceptual and interdisciplinary or multidisciplinary in nature. Students were presented with the same or similar topics and asked to study them from a variety of social science perspectives. More often than not, economics,

history and political science were the major points of departure. In addition, most programs included topics from anthropology, sociology, and law as well as the more traditional social studies skills such as map reading and chart/graph analysis.

As might be expected, these instructional programs offered a wide range of instructional modes. Most addressed affective and cognitive learner tasks. The majority of cognitive skills centered around various types of information processing; for example, recall, identification, or classification. There was also some inclusion of problem solving and critical thinking activities. But, as with textbooks, these modes were loosely defined and not very well structured for students or for teachers. As for affect, most instructional programs dealt primarily with the recognition factor. For instance, students were often asked to recognize the existence of other value-sets or the existence of their own attitudes. Analysis or clarification of attitudes or values was rare.

In spite of their professed multimedia method of presentation, most of these instructional programs used textbooks as their main component. The multimedia aspects were usually supplementary and, in some cases, optional. In fact, some programs reviewed had extremely flexible purchase options which would enable each component to be purchased separately and used as supplementary material.

Two programs reviewed covered a child's entire school experience, K-12; and there were a number of programs that included the primary grades, K-3. But for the most part, the programs were for junior and senior high school students.

Recommendations

In terms of relating materials selection to a specific program development site, it is virtually impossible to make such recommendations at this time. The needs and desires of each potential pilot site in the areas of content, process, or ideology must first be determined, and then alternative materials can be recommended. It is safe to assume, however, that in some cases the individual site's citizen education conceptualization will require a variety of instructional materials obtained from a variety of sources. It is equally sound to assume that some conceptualizations will require technical services, such as workshops or in-service training, rather than instructional materials per se. It may even be that some conceptualizations will require some development of instructional materials by the site committee members themselves. In that case, a design for development can be organized on the basis of what is lacking in published, available materials.

In any event, it is clear at this stage of prototypic development that all facets of the instructional materials review must account for the practitioner's basic concerns. Similarly, all review activities must aim toward usefulness for these practitioner's basic concerns. Similarly, all review activities must aim toward usefulness for these practitioners. The reviews and review procedure must involve the practitioner's point of view; the retrieval system must be readily accessible and comprehensive enough to account for all practitioner needs; and the final conceptualizations and recommendations must address, in the least, the practitioner's

basic concerns: what are the interventions for citizen education, why implement these interventions, when will they be implemented, where will the interventions be, how will they be implemented, and how much will they cost?

In conclusion, as the review of instructional materials progresses into Stage Three, there will be a definite need to involve state and school personnel. Their advice will help to guide further efforts currently envisioned. These efforts include: a thesaurus or dictionary of citizen education terminology; an in-depth, analytic review form; an instructional materials retrieval system; a user procedures handbook; and a training program for users. Also, through their experience using these items, state and school personnel will help to guide their revision. Finally, because of their participation at all levels, state and school personnel will contribute a needed practical dimension to the search for appropriate materials. This practical dimension will increase the probability of succcess in applying the materials in a variety of situations and, ultimately, in their effectiveness in new citizen education programs.

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APPENDIX 1

PRIMARY SOURCE

BIBLIOGRAPHIES

AND EXEMPLARY REVIEW

PRIMARY SOURCE BIBLIOGRAPHIES

Annotated bibliography of multi-ethnic curriculum materials. Midwest Center for Educational Opportunity, 1976.

Basa, Patricia & Codianne, Tony. Global perspectives: A bibliography. Indianapolis: Lilly Endowment, Inc., 1975.

Bibliography of law-related curriculum materials: annotated (2nd ed.). Chicago: ABA Special Committee on Youth Education for Citizenship, 1976.

Bicentennial materials K-12: An annotated bibliography. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1975.

Bolen. The growing years: A bibliography of affective materials for the pre-school child. Los Angeles: University of Southern California, Instructional Materials Center for Special Education, 1972.

Crosby. Secondary social studies information unit: A review and analysis of curriculum alternatives. San Francisco: Far West Laboratory, 1973.

Davison, Susan, E. Curriculum materials and resources for law-related education. Social Education, 1977, 41 (3), 184-193.

Davison, Susan E. (Ed.). Gaming: An annotated catalogue of law-related games and simulations. ABA Special Committee on Youth Education Citizenship, 1975.

Davison, Susan, E. (Ed.). Media: An annotated catalogue of law-related audio-visual materials. Chicago: ABA Special Committee on Youth Education for Citizenship, 1975.

Directory of law-related educational activities (2nd ed.). Chicago: ABA Special Committee on Youth Education for Citizenship, 1974.

Isto, Sarah A. Cultures in the north. College, Alaska: Alaska University, Fairbanks Center for Northern Educational Research, 1975.

Materials and human resources for teaching ethnic studies: An annotated bibliography. Boulder, Col.: Social Science Education Consortium, 1975.

Peters, Richard O. How to teach about human beings and their environment (#28). Washington: National Council for the Social Studies (NCSS), 1976.

Sefrom, Albert & Cole, Henry P. Encounters in thinking: A compendium of curricula for process education. Eastern Regional Institute for Education, (n.d.).

Social studies curriculum materials data book. Boulder, Colo.: Social Science Education Consortium, 1976.

Spicer, Harold O., (Ed.). Focus on ethnic literature in the classroom. Indiana English Journal, 1977, 7 (3).

Stapp, William B. & Cox, Dorothy A. Environmental education activities manual book 1: Concerning spaceship earth, 1974.

Superka, Douglas, P. & Johnson, Patricia L. Values education: Approaches and materials. ERIC, 1975.

Teaching black: An evaluation of methods and resources. Menlo Park, Calif.: Sanford University, Multi-ethnic Education Resources Center, 1971.

The 1972 catalog of recorded instruction for television. Great Plains National Instructional Television Library. University of Nebraska, 1972.

Values curriculum analyses. Unpublished manuscript, Research for Better Schools, Inc., 1975.

Voelker, Alan M. Environmental education--related research: An annotated bibliography. Madison, Wisc.: Wisconsin University, Madison Center for Environmental Communications and Education Studies, 1969-1972.

Women's films: A critical guide. Bloomington, Ind.: Indiana University Audio-Visual Center, 1975.

Selected Bibliography: Social Studies Curriculum Materials Data Book. Boulder, Colo.: Social Science Education Consortium, 1976 (updated twice a year)

Description: Annotated listings of textbooks, games and simulations, supplementary materials, formal programs, and teacher resource materials dealing with all aspects of social science and social studies. Each entry is annotated as follows: title; author; publisher and date; availability (from whom to order); grade level; subject area; overview; materials and cost; required or suggested time; intended user characteristics (abilities/training/etc.); rationale and general objectives (as indicated by author); content (theme, topic, etc. of the item); procedures (activities and responsibilities of teacher and/or student within the context of the item); evaluative comments and suggestions/ evaluative data (either from the developers/producers or based on use and observation--geared principally toward an assessment of practicality of use and desired effect).

Comments: Includes useful cross-references based on author, grade level, program and curriculum titles, project director, publisher, subject area. Useful for CE knowledge objectives, skills objectives, content areas. Annotations parallel and/or duplicate 80-90 percent of the CE review annotations.

Recommendations: Use as Primary Review Source.

APPENDIX 2

PRIMARY SOURCE

PROMOTIONAL LITERATURE

AND

EXEMPLARY REVIEW

PRIMARY SOURCE PROMOTIONAL LITERATURE

Publisher	Literature	Date
Addison-Wesley	Elementary School Catalog	1978
	Secondary School Catalog	1978
Aims	Instructional Media Services	1977
	Film Catalog	1978
Allyn & Bacon	Educational Materials Preschool through high school	1978
	Concepts & Inquiry (supplement)	1977
American Book Co.	Catalog	1978
	Exploring the Social Studies Scope & Sequence	1978
Anderson Publishing Co.	Supplementary	1978
Anti-Defamation League	Selected Readings	?
	Catalog of Aduio-Visual Materials	1976-77
	Simulated Games & In-service Training	?
Argus Communications	Religion in Human Culture (supplement)	1977
	Lifeline (supplement) Educational Materials Catalog	1978-79
	Television, Police & The Law (supplement)	1978
AS & E	MATCH	1978
Bantam Books, Inc.	Anthropology: A New Approach (supplement)	?
Basic Skills, Inc.	The American Way of Life (supplement)	?
BCL	Learning Packages (supplement)	1978

PRIMARY SOURCE PROMOTIONAL LITERATURE (cont'd)

Publisher	Literature	Date
Benchmark Films	Catalog	1977
	Catalog	1978
Benefic Press	Man and His Community (supplement)	?
Channing L. Bete, Co., Inc.	Social Studies Catalog	1978
	Survival Skills Catalog	1978
BFA	K-12 Instructional Materials Catalog	1977-78
	Catalog of 16mm Films	1977-78
	Social Studies Instructional Materials Catalog	1977-78
Bowmar/Noble	Catalog	1977-78
Butterick Publishing	Instructional Media Catalog	1978
Carousel Films, Inc.	Film Catalog Supplement	1976-77
	American Families (supplement)	1977
	Catalog	1977
Center for Humanities, Inc.	Complete Catalog of Audio-Visual Programs	1978
Centron Educational Films.	Motion Pictures Sound Filmstrip Catalog	1977-78
	Basic Ecology (supplement)	1977
Churchill Films	Catalog	1978
Classroom Dynamics	Simulations (supplement)	1977
Communico	Education through Motivation Catalog	1977

PRIMARY SOURCE PROMOTIONAL LITERATURE (cont'd)

Publisher	Literature	Date
Coronet	Social Studies Catalog	1978
	Masculine or Feminine - Your Role in Society (supplement)	1977
Counterpoint Films	Affective Curriculum Catalog	1977
Creative Visuals	Social Studies Catalog 7-12	1977
CTES	Catalog	1978
Current Affairs	Sound Filmstrips Jr., Sr., Adult	1978-79
Curriculum Development Associates, Inc.	MACOS (supplement)	1973-74
Denoyer-Geppert	From Subject to Citizen (supplement)	1977
Walt Disney Educational	Elementary Media Catalog	1978
Media Co.	Secondary 16mm Film Catalog	1978
EDC	Exploring Human Nature (supplement)	1977
	People and Technology (supplement)	1977
EMI	K-6 Catalog	1978-79
	Jr. High thru College Social Studies Catalog	1978
Feminist Press, the	Instructional Materials Release	Spring, 1975
Field Educational Publishers, Inc.	Catalog	1973
	Field Social Studies Program Catalog	1970

PRIMARY SOURCE PROMOTIONAL LITERATURE (cont'd)

Publisher	Literature	Date
Films Incorporated	Film & Tape Catalog	1978
Follett	Social Studies (supplement)	1977
Ginn & Company	Basic Legal Concepts (supplement)	1978
Greenhaven Press	New Items supplement Spring Catalog	1978 1978
Grolier Educational Corp.	Modern Consumer Education (supplement)	1978
Harcourt, Brace & Jovanovich	The Social Sciences: Concepts & Values (supplement)	?
Hayden Book Co., Inc.	Hayden American Values Series - Challenges & Choices (supplement)	1978
Heath	Social Studies Series	?
Houghton Mifflin	Houghton Mifflin Social Studies Program K-6 (supplement)	1977
Hubbard	Me and My Environment (supplement) Urban Studies System (supplement)	? 1978
Human Development Training Institute	"Magic Circle" Elementary Curr. & Workshops (supplement)	?
Imperial Film Co.	Catalog	1974-75
Innovative Sciences, Inc.	Consumer World, Working World (supplements)	1976
Interact	Simulations Catalog	1977-78

PRIMARY SOURCE PROMOTIONAL LITERATURE (cont'd)

Publisher	Literature	Date
Inter Culture	Multicultural Learning Materials	1977
	Forward to Basics (supplement)	1977
Instructional Dynamics Inc.	School Catalog	1973
Instructo	Teacher's Catalog	1978
International Film Bureau, Inc.	Social Studies Catalog	1977
Knowledge Aid	Instructional Resources Elementary	?
Laidlaw Brothers	School Catalog	1977-78
Learning Corp. of America	Filmstrips Catalog	1977
	Films Catalog	1977
	Crime Prevention Units Catalog	1977
	Film Catalog (supplement)	1978
Learning Seed Co.	Multi-Media Kits (supplement)	1978
Library Filmstrips Center	Catalog	1978
Macmillan Publishing Co.	Free Press (supplement)	Fall, 1977
	Government & Politics Collection (supplement)	
	Storm of Strangers (supplement)	
	Man on the Earth (supplement)	
	Social Studies Focus on Active Learning (supplement)	
Media Materials, Inc.	Catalog Grades K-8	1978
Arthur Meriwether, Inc.	Free Enterprise System (supplement)	?

PRIMARY SOURCE PROMOTIONAL LITERATURE (cont'd)

Publisher	Literature	Date
Charles E. Merrill, Co.	Catalog	1978
	Foundations of Justice (supplement)	1975
	America Is (supplement)	1978
	Urban Communities (supplement)	1978
	In Search of Justice (supplement)	1975
	Decision (supplement)	1974
	American Government in Action (supplement)	1976
	Economics: Principles & Practices (supplement)	1972
	One Nation Indivisible (supplement)	1978
Microfilming Corp. of America	Great Events (supplement)	?
Motivational Media	Catalog	1974
Multi-Media Productions	Supplement	1976
National Geographic Educational Catalog Services	Catalog	1978
NEA	Catalog	1977
Newsweek	Multi-Media Catalog	1978
Oxford Films	Catalog	1973
Paramount Communications	Film Catalog	1978
Parent's Magazine Films, Inc.	Mothers & Fathers (supplement)	1978
	Sound & Color Filmstrip Catalog	1978
Prentice-Hall, Inc.	American Government: Comparing Political Experiences (supplement)	Spring, 1978

PRIMARY SOURCE PROMOTIONAL LITERATURE (cont'd)

Publisher	Literature	Date
Proctor and Gamble Educational Services	Materials for Educators	1978
QED Productions	Filmstrips for Education	1976
Scholastic	Instructional Materials Catalog K-12	1977-78
Scott, Foresman & Co.	K-8 Catalog	1972
SEE	The Family of Man Social Studies Program (supplement)	1975
SRA	K-Adult Catalog	1978
Sunburst Communications	General Catalog	1977
Time-Life, Inc.	Multimedia Video & Film Catalog	1978-79
Troll Associates	Catalog	1978
Western Publishing Co., Inc.	Simulation Games Catalog	1969
West Publishing	The Idea of Liberty (supplement) Law in Action Series (supplement)	1978 1978
University of Michigan	Human Relationships & Values - Film Guide	1977

EXEMPLARY REVIEW

Publishers Catalogue: Color Sound Filmstrips from Sunburst 1977 general catalog.

(Sunburst Communications, Pleasantville, New York.

Description: Annotated listing of color sound filmstrips appropriate for various curricular areas and topic focuses. Most deal with affective, values, or attitudinal subject matter. Annotations include general rationale, of topic overview of filmstrip, learning objectives, words and concepts taught, and price information.

Comment: Very useful for current filmstrips in dispositional areas. Annotations include 80- 90% of the information included in citizen education review form.

Recommendation: Use as Primary source.

APPENDIX 3

INSTRUCTIONAL MATERIALS REVIEW FORMS

INSTRUCTIONAL MATERIALS
REVIEW FORM

-FROM BIBLIOGRAPHY-

DATE REVIEWED: REVIEWER:

TITLE: DATE PUBLISHED:

DEVELOPER: COST:

PUBLISHER: LEVEL:

INTENDED CONTENT AREA OR APPLICATION:

PHYSICAL DESCRIPTION:

GOALS/OBJECTIVES:

DESCRIPTION OF OBJECTIVES:

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions _____ *(specify)*
- ☐ Historical Issues of Institutions _____ *(specify)*
- ☐ Future Issues of Institutions _____ *(specify)*

SKILLS

- ☐ Inquiry Skills _____ *(specify)*
- ☐ Interpersonal Skills _____ *(specify)*
- ☐ Action Skills _____ *(specify)*

DISPOSITIONS

- ☐ Respect for self
- ☐ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☐ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POD
- ☐ Community/Neighborhood
- ☐ Economics
- ☐ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☐ Global Perspectives
- ☐ Law
- ☐ Multi-Ethnic Studies
- ☐ Politics & Government
- ☐ Morals/Values
- ☐ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

INSTRUCTIONAL MATERIALS
REVIEW FORM

-FROM PROMO BROCHURE-

DATE REVIEWED: REVIEWER:

TITLE: DATE PUBLISHED:

DEVELOPER: COST:

PUBLISHER: LEVEL:

INTENDED CONTENT AREA OR APPLICATION:

PHYSICAL DESCRIPTION:

GOALS/OBJECTIVES:

DESCRIPTION OF OBJECTIVES:

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions _____ (specify)
- ☐ Historical Issues of Institutions _____ (specify)
- ☐ Future Issues of Institutions _____ (specify)

SKILLS

- ☐ Inquiry Skills _____ (specify)
- ☐ Interpersonal Skills _____ (specify)
- ☐ Action Skills _____ (specify)

DISPOSITIONS

- ☐ Respect for self
- ☐ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☐ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POD
- ☐ Community/Neighborhood
- ☐ Economics
- ☐ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☐ Global Perspectives
- ☐ Law
- ☐ Multi-Ethnic Studies
- ☐ Politics & Government
- ☐ Morals/Values
- ☐ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE MATERIALS-

DATE REVIEWED: REVIEWER:

TITLE: DATE PUBLISHED:

DEVELOPER: COST:

PUBLISHER: LEVEL:

INTENDED CONTENT AREA OF APPLICATION:

PHYSICAL DESCRIPTION:

GOALS/OBJECTIVES:

DESCRIPTION OF OBJECTIVES:

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions _____ *(specify)*
- ☐ Historical Issues of Institutions _____ *(specify)*
- ☐ Future Issues of Institutions _____ *(specify)*

SKILLS

- ☐ Inquiry Skills _____ *(specify)*
- ☐ Interpersonal Skills _____ *(specify)*
- ☐ Action Skills _____ *(specify)*

DISPOSITIONS

- ☐ Respect for self
- ☐ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☐ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POD
- ☐ Community/Neighborhood
- ☐ Economics
- ☐ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☐ Global Perspectives
- ☐ Law
- ☐ Multi-Ethnic Studies
- ☐ Politics & Government
- ☐ Morals/Values
- ☐ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

APPENDIX 4

REVIEW FROM PRIMARY SOURCE

BIBLIOGRAPHY AND EXEMPLARY REVIEW

FROM PRIMARY SOURCE PROMOTIONAL LITERATURE

INSTRUCTIONAL MATERIALS
REVIEW FORM

-FROM BIBLIOGRAPHY- 47

DATE REVIEWED: 4/12/78 REVIEWER: Joseph D'Amico

TITLE: American History Games (six different games, topics listed below) DATE PUBLISHED: 1970

DEVELOPER: A. K. Gordon COST: $8.87/175.00 (see below)

PUBLISHER: Science Research Associates LEVEL: Grades 8-12

INTENDED CONTENT AREA OR APPLICATION:

American History

PHYSICAL DESCRIPTION:

For each game, Coordinator's manual, $.96; student manual, $.96. Total package (35 student manuals, game boards, play money, chips, tokens, chance cards and acetate sheets for six different games), $175.00.

GOALS/OBJECTIVES:

Acquire an understanding of the six historic periods covered and exercise/develop decision-making skills.

DESCRIPTION OF OBJECTIVES:

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

- 25 - 35 players
- game topics: economic relationship between colonies & England; comparative analysis of economic & political developments on NW & SW frontiers, 1815-1830; reconstruction; industrial growth during 19th C.; U.S. foreign intervention during early 20th C.; use of foreign aid as a political weapon;
- post-game discussion is vital.

American History Games (six different games, topics listed below) (cont'd)

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions _____ (specify)
- ☑ Historical Issues of Institutions government, law, economics (specify)
- ☐ Future Issues of Institutions _____ (specify)

SKILLS

- ☑ Inquiry Skills problem solving, information processing, analysis, decision making (specify)
- ☑ Interpersonal Skills role play, discussion (specify)
- ☐ Action Skills _____ (specify)

DISPOSITIONS

- ☐ Respect for self
- ☐ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☑ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POL
- ☐ Community/Neighborhood
- ☑ Economics
- ☐ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☑ Global Perspectives
- ☑ Law
- ☐ Multi-Ethnic Studies
- ☑ Politics & Government
- ☑ Morals/Values
- ☑ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

Five (5) days required for each game.

INSTRUCTIONAL MATERIALS
REVIEW FORM

(Catalog) 49
-FROM PROMO BROCHURE-

DATE REVIEWED: 4/21/78 REVIEWER: Judith P. Wilson

TITLE: The Meaning of Money

DATE PUBLISHED: Not given in catalog

DEVELOPER: (not given)

COST: w/records-$79.95
w/cassettes-$85.00

PUBLISHER: Newsweek

LEVEL: Grade 9 - College

INTENDED CONTENT AREA OR APPLICATION: Business/home economics, consumer/career education, life skills, money management.

PHYSICAL DESCRIPTION: 4 sound/color filmstrips, 5 duplicating masters, teacher's guide, Resource Manual and storage container.

GOALS/OBJECTIVES: to give students straightforward facts they need to money matters -- everyday - at home, in school and on the job.

DESCRIPTION OF OBJECTIVES: Not stated on brochure.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)
4/sound/color filmstrips -- explain economic, business and financial terms in understandable language--presented by young adults. "Money: Understanding It" - basic concepts of real income inflation and net worth. "Money: Earning It" looks at a paycheck -- taxes, deductions, benefits, salary. "Money: Spending It" -- use of budgeting discussed. "Money: Making It Work" -- investing, saving necessities and spending discussed. Teacher's Guide and duplicating masters and resource manual are used.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — economics (specify)
- [x] Historical Issues of Institutions — economic system (specify)
- [ ] Future Issues of Institutions — (specify)

SKILLS

- [x] Inquiry Skills — understanding (specify)
- [x] Interpersonal Skills — budgeting (specify)
- [x] Action Skills — managing (specify)

DISPOSITIONS

- [x] Respect for self
- [x] Respect for others
- [x] Commitment to equity
- [x] Commitment to rationality
- [x] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [ ] Community/Neighborhood
- [x] Economics
- [ ] Environment
- [ ] Equity
- [x] Family Life
- [x] Futures of Society
- [ ] Global Perspectives
- [x] Law
- [ ] Multi-Ethnic Studies
- [ ] Politics & Government
- [x] Morals/Values
- [x] Conflict Resolution
- [x] Individual & Social Development

COMMENTS

APPENDIX 5

SELECTED REVIEWS:

TEXTBOOK: SUPPLEMENTARY INSTRUCTIONAL MATERIAL:

INSTRUCTIONAL PROGRAM (K-6)

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

52

DATE REVIEWED: 4/13/78 REVIEWER: Joseph J. D'Amico

TITLE: Investigating Man's World Metropolitan Studies

DATE PUBLISHED: 1970

DEVELOPER: P. Hanna, C. Kohn, J. Lee, and C. Versteeg.

COST: $3.63/3.63

PUBLISHER: Scott, Foresman and Co.

LEVEL: Grade 3

INTENDED CONTENT AREA OR APPLICATION: Multidisciplinary social studies (human and physical geography, economics, political science, anthropology, sociology, history)

PHYSICAL DESCRIPTION: Teacher's guide - 96 pages of explanation and instruction; 303 pages of student text with annotations that are really questions to ask during lessons.

GOALS/OBJECTIVES: 1. Learn about direction and how geographers describe the location of place. 2. Discover why men choose certain sites for settlement. 3. Analyze the growth of cities. 4. Learn about relationship of growth of cities and use of national resources. 5. Study relationship between urban growth and transportation. 6. Analyze production process 7. Learn about how businesses operate. 8. Learn about distribution. 9. Explore different kinds of city and county governments. 10. Study functions of city and county governments. 11. Learn how government leaders are chosen. 12. Explore problems of people living in cities 13. Learn something about agricultural rev., the building of first cities, industrialization and urbanization. 14. Learn about influences of racial/ethnic groups on urban culture. 15. Learn about cultural change, some of its causes and some of the resulting problems. 16. Study the history of a metropolitan area as historians do.

DESCRIPTION OF OBJECTIVES: Called "understandings" and presented by chapter. Not at all objectives-rather a series of generalizations with no processes involved. "Levels of thought" descriptions provide some process statements but are not keyed to performances or specific behaviors (e.g., compare income and profit): The same is true of the "value and behavior trait" descriptions.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.) Instructional activities included for advanced, slow and average needs. Focus on 3 different levels of thought ("modes of inquiry"): compare, contrast, and analyze; relate, coordinate, integrate; and make value judgments, decisions, policies with specific guidelines by chapters. Values: respect for other humans; belief that "men" can and should be free; government by consent of the governed with specific value objectives by unit. Specific concepts for development by unit. Recommended in and out-of-classroom starter activities by unit. Lesson development outline and activities by unit.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — economics, government, laws, technology *(specify)*
- [x] Historical Issues of Institutions — technology, economics, government, laws *(specify)*
- [x] Future Issues of Institutions — technology, economics, government *(specify)*

SKILLS

- [x] Inquiry Skills — compare/contrast, analyze/associate/relate/integrate/judge/decide *(specify)*
- [x] Interpersonal Skills — discussion; simulation/role play (informal) *(specify)*
- [x] Action Skills — setting policy (vicarious); field trips; report writing *(specify)*

DISPOSITIONS

- [ ] Respect for self
- [x] Respect for others
- [ ] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [x] Community/Neighborhood
- [x] Economics
- [x] Environment
- [ ] Equity
- [ ] Family Life
- [ ] Futures of Society
- [x] Global Perspectives
- [x] Law
- [x] Multi-Ethnic Studies
- [x] Politics & Government
- [ ] Morals/Values
- [x] Conflict Resolution
- [ ] Individual & Social Development

COMMENTS

Good structuring of what should be done, but no real effective practical suggestions for actually teaching and/or evaluating. Relies heavily on questions and answers with teacher initiating. Includes bibliography of other resources for teacher use.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

DATE REVIEWED: 3/30/78 REVIEWER: Judith P. Wilson

TITLE: The Meaning of Money DATE PUBLISHED: 1977

DEVELOPER: Mary Frances Hickey COST: w/cassettes - $89.95

PUBLISHER: Newsweek Educational Division LEVEL: Grade 9 - College

INTENDED CONTENT AREA OR APPLICATION: Business/home economics, consumer career education, life skills, money management skills

PHYSICAL DESCRIPTION: 4 sound/color filmstrips, 5 duplicating masters teacher's guide, Resource Manual and storage container.

GOALS/OBJECTIVES: The formation of life - skills which make personal economics more rewarding.

DESCRIPTION OF OBJECTIVES: 1. Understanding of basic financial terms. 2. Evaluate job choice in terms of salary, non-wage payments, requirements and chances of future growth. 3. Determine disposable income; define common payroll deductions. 4. Evaluate banks and their services. 5. Perform simple financial tasks, e.g., make out deposit slips. 6. Maintain and interpret records of expense; determine fixed obligations and functional expenditures. (cont'd)

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

4 filmstrips - "Money: Understanding It" - gives students the fundamental concepts they need to make sense out of economic terms. "Money: Earning It" - takes a close-up look at a paycheck. "Money: Spending It" - explains how a budget can be a helpful guide, a valuable plan for personal finances. "Money: Making It Work" - explains how we are constantly balancing risk and security in money matters.

The Meaning of Money (cond't)

DESCRIPTION OF OBJECTIVES:

7. Prepare a budget that meets their own needs. 8. Cite specific examples of cost-cutting techniques appropriate for their everyday lives. 9. Describe the organization of proprietorships and corporations, the functions of common stocks, dividends and retained earnings. 10. 10. Identify the New York Stock Exchange and the services of licensed brokers; identify common stock market terms and idioms. 11. Read stock market reports. 12. Interpret investments in terms of risk and return; evaluate different types of investments.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions economic (specify)
- [ ] Historical Issues of Institutions (specify)
- [ ] Future Issues of Institutions (specify)

SKILLS

- [ ] Inquiry Skills (specify)
- [ ] Interpersonal Skills (specify)
- [x] Action Skills planning (specify)

DISPOSITIONS

- [x] Respect for self
- [x] Respect for others
- [ ] Commitment to equity
- [x] Commitment to rationality
- [x] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [ ] Community/Neighborhood
- [x] Economics
- [ ] Environment
- [ ] Equity
- [ ] Family Life
- [ ] Futures of Society
- [ ] Global Perspectives
- [ ] Law
- [ ] Multi-Ethnic Studies
- [ ] Politics & Government
- [x] Morals/Values
- [x] Conflict Resolution
- [x] Individual & Social Development

COMMENTS

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

DATE REVIEWED:

REVIEWER: Judith P. Wilson

TITLE: Learning About the World

DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America

COST: $4.86

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: K (first semester)

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary Social Studies

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PHYSICAL DESCRIPTION: Teacher's Guide: 269 pages, teacher instruction

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GOALS/OBJECTIVES: Introduces students to school, self, family and family's economic relationship with the community.

DESCRIPTION OF OBJECTIVES: Objectives are not specific; instead they are ideas to be learned (e.g., to learn to improve our thinking).

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

Although the preface states that the project does not strictly adhere to the principle of widening concentric circles (home-local community-county or city-state-nation etc), this particular text does (e.g., school, self, family, community). The guide includes songs, stories, vocabulary and inquiry activities.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

[X] Knowledge of Institutions family and community
(specify)

[ ] Historical Issues of Institutions _____
(specify)

[ ] Future Issues of Institutions _____
(specify)

SKILLS

[X] Inquiry Skills interpreting facts
(specify)

[X] Interpersonal Skills role playing
(specify)

[ ] Action Skills _____
(specify)

DISPOSITIONS

[X] Respect for self
[X] Respect for others
[ ] Commitment to equity
[ ] Commitment to rationality
[ ] Sense of conscience
[ ] Commitment to "American" principles

TOPIC AREAS

[ ] Civics/POD
[X] Community/Neighborhood
[X] Economics
[X] Environment
[ ] Equity
[X] Family Life
[ ] Futures of Society
[ ] Global Perspectives
[ ] Law
[ ] Multi-Ethnic Studies
[ ] Politics & Government
[X] Morals/Values
[X] Conflict Resolution
[X] Individual & Social Development

COMMENTS

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

DATE REVIEWED: 4/19/78 REVIEWER: Judith P. Wilson

TITLE: Children in Other Lands DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $7.50

PUBLISHER: Allyn and Bacon, Inc. LEVEL: K (second semester)

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary Social Studies (geography, economics, anthropology)

PHYSICAL DESCRIPTION: Teacher's Guide: 291 pages, teacher instruction

GOALS/OBJECTIVES: Overriding goal is to study children who live in other lands relative to their family, home, school and community. Map studies introduce geographic concepts. Major unit concepts listed at the beginning of each unit; for example, globes are small models of the Earth.

DESCRIPTION OF OBJECTIVES: Objectives are not specific; instead they are ideas to be learned or developed (e.g., to review some of the customs of the Japanese)

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.) Study of three units.

- Unit 1, The Globe, involves a look at the shape of the Earth, the composition of the Earth's surface (land/masses and bodies of water) and tells students that a globe is a model of the Earth.
- Unit 2, Children in Other Lands, is used in conjunction with student text. Folk tales, legends and stories are used to describe children from Japan, Mexico, England and American Samoa.
- Unit 3, Review of the Year's Work, assesses the conceptual knowledge gained in the course.

Guide includes songs, stories, vocabulary and inquiry activities. Maps from each country also in text.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — geography, economic (specify)
- [ ] Historical Issues of Institutions — (specify)
- [ ] Future Issues of Institutions — (specify)

SKILLS

- [x] Inquiry Skills — classifying (specify)
- [x] Interpersonal Skills — role playing (specify)
- [ ] Action Skills — (specify)

DISPOSITIONS

- [x] Respect for self
- [x] Respect for others
- [ ] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [ ] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [x] Community/Neighborhood
- [x] Economics
- [x] Environment
- [ ] Equity
- [x] Family Life
- [ ] Futures of Society
- [x] Global Perspectives
- [ ] Law
- [x] Multi-Ethnic Studies
- [ ] Politics & Government
- [ ] Morals/Values
- [ ] Conflict Resolution
- [x] Individual & Social Development

COMMENTS

In the first unit student text is not used. Rather, globe and other classroom materials are used to get the student thinking about places other than the U.S.A.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

DATE REVIEWED: 4/19/78 REVIEWER: Judith P. Wilson

TITLE: Children in Other Lands DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $.99 to $1.56

PUBLISHER: Allyn and Bacon, Inc. LEVEL: K (second semester)

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary Social Studies (geography, economics, anthropoligy)

PHYSICAL DESCRIPTION: Student text: 43 pages

GOALS/OBJECTIVES: To study children who live in other lands relative to their family, home, school and community. Countries studied include Japan, Mexico, England and American Samoa.

DESCRIPTION OF OBJECTIVES:

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

There is no reading for the students except for the titles of each section. Actual photographs and drawings are used to show the customs, families and lifestyles of Japanese, Mexican, English and American Samoan children and their families. This book is only a small part of the total second semester study. It covers one unit in a three unit series.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [X] Knowledge of Institutions — Geography, economics (specify)
- [ ] Historical Issues of Institutions — (specify)
- [ ] Future Issues of Institutions — (specify)

SKILLS

- [X] Inquiry Skills — Classifying (specify)
- [X] Interpersonal Skills — role playing (specify)
- [ ] Action Skills — (specify)

DISPOSITIONS

- [X] Respect for self
- [X] Respect for others
- [ ] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [ ] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [X] Community/Neighborhood
- [X] Economics
- [X] Environment
- [ ] Equity
- [X] Family Life
- [ ] Futures of Society
- [X] Global Perspectives
- [ ] Law
- [X] Multi-Ethnic Studies
- [ ] Politics & Government
- [ ] Morals/Values
- [ ] Conflict Resolution
- [X] Individual & Social Development

COMMENTS

No longer available; replaced by 40 study prints (1978 catalogue).

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

DATE REVIEWED: 4/19/78 REVIEWER: Joseph J. D'Amico

TITLE: Our Country DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $6.60

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 1 (first semester)

INTENDED CONTENT AREA OR APPLICATION:

Multidisciplinary social studies (geography, philosophy, psychology, religion, economics, sociology, anthropology, political science, history)

PHYSICAL DESCRIPTION:

Teacher's Guide: 435 pages, lesson outlines, suggestions, supplementary activities. Teacher's kit: 72 drawings (by unit). There are no instructions as to how to use these.

GOALS/OBJECTIVES:

Learn social studies concepts related to transportation, and lifestyles in America, to the physical and social characteristics of America and Washington, D.C. and significant historical U.S. personalities, using inquiry (see below).

DESCRIPTION OF OBJECTIVES: Called "behavorial indications." They are informal guidelines revolving around observation of student activity the nature of which is often mentioned (e.g., do children show in role/playing, etc.) but often is not (e.g., do they show a willingness to share in family work). These indications are a mixture of affective and cognitive skills (see substantive description) and are by unit. Other lesson-sepcific objectives which are more specific than "BIs" (e.g., learn why food is essential to life).

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

- Mostly role playing, art, memorization, simple recall skills with some provision for open-ended questions
- Teacher-centric read ➤ answer/discuss/show
- Includes concepts, background, "behavorial indicators," experiences (motivation activities), inquiry (question-oriented activities), vocabulary, objectives for lesson, and occasionally additional resources (films, etc).

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — economics, law, family, government *(specify)*
- [x] Historical Issues of Institutions — government, law *(specify)*
- [ ] Future Issues of Institutions — *(specify)*

SKILLS

- [x] Inquiry Skills — memorization, recall (information process) *(specify)*
- [x] Interpersonal Skills — role play, discussion *(specify)*
- [ ] Action Skills — *(specify)*

DISPOSITIONS

- [x] Respect for self
- [x] Respect for others
- [ ] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [x] Civics/POL
- [x] Community/Neighborhood
- [x] Economics
- [x] Environment
- [ ] Equity
- [x] Family Life
- [ ] Futures of Society
- [ ] Global Perspectives
- [x] Law
- [x] Multi-Ethnic Studies
- [x] Politics & Government
- [ ] Morals/Values
- [ ] Conflict Resolution
- [ ] Individual & Social Development

COMMENTS

More instructional guidance and focus than grade 3 guide.
Better objectives.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

DATE REVIEWED: 4/20/78 REVIEWER: Joseph J. D'Amico

TITLE: Explorers and Discoverers DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America COST: $6.60

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 1 (second semester)

INTENDED CONTENT AREA OR APPLICATION:

Multidisciplinary social studies (economics, political science, religion, philosophy, sociology, anthropology, history, geography)

PHYSICAL DESCRIPTION:

Teacher's guide: 332 pages, lesson outlines, suggestions, supplementary activities.

GOALS/OBJECTIVES:

To learn social science concepts related to exploration and discovery (e.g., trade, cross-cultural focus, government, etc.)

DESCRIPTION OF OBJECTIVES:

Not behavioral; some use recognizable taxonomic infinitives related to low-level cognitive tasks (e.g., identify,recall) as related to specific social studies skills (map skills); most use highly interpretable infinitives (e.g., understand, learn) which reflect the specific content focus as related principally to facts and somewhat to affect. Listed by unit and topic.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

- Each lesson includes map/globe work
- Mostly read, answer questions/discuss with some writing tasks.
- Teacher - centric
- Includes vocabulary, time and event sequences, inquiry and information processing activities, and additional resources.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions _____ (specify)
- ☒ Historical Issues of Institutions government, economics, technology (specify)
- ☐ Future Issues of Institutions _____ (specify)

SKILLS

- ☒ Inquiry Skills information process (recall, identify, comparision) (specify)
- ☒ Interpersonal Skills discussion (specify)
- ☐ Action Skills _____ (specify)

DISPOSITIONS

- ☐ Respect for self
- ☒ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☐ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POD
- ☐ Community/Neighborhood
- ☒ Economics
- ☒ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☒ Global Perspectives
- ☒ Law
- ☒ Multi-Ethnic Studies
- ☒ Politics & Government
- ☒ Morals/Values
- ☒ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

Not much instructional guidance

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

67

DATE REVIEWED: 4/20/78 REVIEWER: Joseph J. D'Amico

TITLE: Stanley and Livingston DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: N/A (see comments)

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 1 (second semester)

INTENDED CONTENT AREA OR APPLICATION:

Multidisciplinary social studies (history, economics, anthropology, sociology, geography)

PHYSICAL DESCRIPTION:

Student text booklet: 60 pages, story of Stanley and Livingston and ethnography of the Ganda (African society)

GOALS/OBJECTIVES:

To help students find out things for themselves and to help students use the things they know.

DESCRIPTION OF OBJECTIVES:

No specific objectives stated. Implicit objectives: acquire factual knowledge and correctly answer questions.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

- Story with 10 questions interspersed.
- Questions are factual.
- Ethnography with 5 questions interspersed.
- Questions are factual.
- Illustrations: at least one per page.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions _____ (specify)
- ☒ Historical Issues of Institutions economics, technology (specify)
- ☐ Future Issues of Institutions _____ (specify)

SKILLS

- ☒ Inquiry Skills information processing (specify)
- ☐ Interpersonal Skills _____ (specify)
- ☐ Action Skills _____ (specify)

DISPOSITIONS

- ☐ Respect for self
- ☒ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☐ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POD
- ☐ Community/Neighborhood
- ☒ Economics
- ☒ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☒ Global Perspectives
- ☐ Law
- ☐ Multi-Ethnic Studies
- ☐ Politics & Government
- ☒ Morals/Values
- ☒ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

Single Fry test sample indicates grade 5/6 reading level.
This booklet is out of print (1978 catalogue).

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

69

DATE REVIEWED: 4/21/78 REVIEWER: Joseph J. D'Amico

TITLE: Stanley and Livingston

DATE PUBLISHED: 1970 (No date on materials)

DEVELOPER: Fducational Research Council of America

COST: $45.00 (see comments)

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: Grade 1 (second semester)

INTENDED CONTENT AREA OR APPLICATION:

Multidisciplinary social studies (history, economics, anthropology, sociology, geography geography)

PHYSICAL DESCRIPTION:

Filmstrip, record, teacher's guidance leaflet (includes guidance for 5 sound filmstrips)

GOALS/OBJECTIVES:

"To broaden children's social science concepts"

DESCRIPTION OF OBJECTIVES:

None given.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

- Elaboration of text booklet copy.
- Elaboration of text booklet illustrations. Offers additional factual information and additional affective impact (more of Livingston as explorer and humanitarian; more of Stanley's discoveries.
- Narration and background music and effects (male narrator).
- Questions in Teacher's guide are interpretive, rather than factual.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- ☐ Knowledge of Institutions (specify) _____
- ☒ Historical Issues of Institutions economics, technology (specify)
- ☐ Future Issues of Institutions (specify) _____

SKILLS

- ☒ Inquiry Skills hypothesizing, information processing (specify)
- ☒ Interpersonal Skills discussion (in answering questions) (specify)
- ☐ Action Skills (specify) _____

DISPOSITIONS

- ☐ Respect for self
- ☒ Respect for others
- ☐ Commitment to equity
- ☐ Commitment to rationality
- ☐ Sense of conscience
- ☒ Commitment to "American" principles

TOPIC AREAS

- ☐ Civics/POD
- ☐ Community/Neighborhood
- ☐ Economics
- ☒ Environment
- ☐ Equity
- ☐ Family Life
- ☐ Futures of Society
- ☒ Global Perspectives
- ☐ Law
- ☐ Multi-Ethnic Studies
- ☐ Politics & Government
- ☐ Morals/Values
- ☐ Conflict Resolution
- ☐ Individual & Social Development

COMMENTS

This sound filmstrip is no longer produced.
Technical quality of record is poor (many sticks and skips).

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

71

DATE REVIEWED: 4/18/78 REVIEWER: C. Schwarzwalder

TITLE: Communities at Home and Abroad DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $3.06

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 2 (first semester)

INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary social studies (geography, history, sociology - anthropology, economics, political science)

PHYSICAL DESCRIPTION:

Teacher's Guide: 367 pages.

GOALS/OBJECTIVES:

The major objectives "may be summed up as the logical investigation of community living in order to bring to light concepts and to develop skills in the discipline of the social sciences." Guide emphasize the development of inquiry skills (listed which involve the student in active learning. Goals of the program include ability to discuss and answer listed social science questions which are applicable to all communities.

DESCRIPTION OF OBJECTIVES:

Major social science concepts to be developed are outlined at the beginning of each chapter. From one to ten specific objectives are listed for each section. Attainment of objectives is based on students' acquisition of discipline-oriented knowledge in the text and is manifested in students' ability to answer questions interspersed throughout the pupil text and answers review questions suggested in the guide.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.) Topical content, first semester, is contained in three booklets: "Our Community," "The Aborigines of Central Australia," "The Eskimos of Northern Alaska," and includes studies of these communities and a review of geography. Approximately 40 concepts to be developed in Grade 2 are listed and include: Earth-sun relations, day and night: seasons: functional areas; natural and cultural environment: values in America and values of Australia aborigines: family life in America and in Australian bands; role of education in acculturation. Material is presented through

SUBSTANTIVE DESCRIPTION (Content, instructional mode, etc.) - Con't

narrative text with questions of varying difficulty interspersed. The preface to the guide includes a discussion of social science in the primary grades (teacher role, child development), learning by inquiry, correlating teacher's guide and pupil text. The body of the guide lists major concepts outlines the material and gives background information for each chapter. In addition, objectives, vocabulary, notes on questions in pupil text, and activities are given for each section. Activities include bulletin board ideas, songs, suggested writing assignments, investigation activities, etc.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

☒ Knowledge of Institutions Meeting economics-basic needs; government, nature and structure, religion - ethical values.
(specify)

☒ Historical Issues of Institutions Economics, government
(specify)

☐ Future Issues of Institutions
(specify)

SKILLS

☒ Inquiry Skills observing, experimenting, generalizing, forming and testing hypotheses, using logical reasoning, ~~recognizing and interpreting facts, developing~~ a systematic method of observation, and making practical judgments.
(specify)

☐ Interpersonal Skills
(specify)

☐ Action Skills
(specify)

DISPOSITIONS

☒ Respect for self	☐ Commitment to rationality
☒ Respect for others	☐ Sense of conscience
☐ Commitment to equity	☒ Commitment to "American" principles

TOPIC AREAS

☐ Civics/POD	☒ Global Perspectives
☒ Community/Neighborhood	☐ Law
☒ Economics	☐ Multi-Ethnic Studies
☒ Environment	☒ Politics & Government
☐ Equity	☒ Morals/Values
☒ Family Life	☐ Conflict Resolution
☐ Futures of Society	☐ Individual & Social Development

COMMENTS

Suggested activities are voluminous and diversified enough to be appropriate for most ability and interest levels. Review questions are basically traditional. They call for factual responses and often do not follow the developers' rule that only essential information be memorized. Some of the concepts and vocabulary introduced are difficult for seven-year-olds and would be more effectivly taught at a later stage of pupil development.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

74

DATE REVIEWED: 4/19/78 REVIEWER: C. Schwarzwalder

TITLE: The Aborigines of Central Australia DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $3.21

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 2 (first semester)

INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary Social Studies (geography, economics, anthropology - sociology, psychology - religion - philosophy, political science, history)

PHYSICAL DESCRIPTION:

Pupil Text: 135 pages, illustrated with photographs, maps, and drawings.

GOALS/OBJECTIVES:

1. To "help you to find things out for yourself."
2. To "help you use the things you know."
3. To "learn about the people, their work, and how they play, what food they eat and where they live and what they do each day."
4. "But let's make sure we know, exactly where it is that we intend to go."

DESCRIPTION OF OBJECTIVES:

Goals and objectives are explicitly stated in the pupil text in developmentally appropriate language (See 1-4 above). These goals can be translated into the development inquiry/participation skills, social-science discipline concepts and knowledge (particularly geography skills). The development of these conceptual skills is the broader (cont'd)

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

First two chapters deal with geography -- including physical features of the earth, temperature variations, direction, natural and cultural environment. Chapters three and four deal with geography and animal and plant life. Chapters five-eight describe the aborigines, and their ways of livng and learning. Content is conveyed through factual narrative and through colorful illustration (photographs, maps, (cont'd)

The Aborigines of Central Australia (cont'd)

DESCRIPTION OF OBJECTIVES:

goal of the program. The child would meet the objectives through reading the text, studying the illustrations,answering the questions and discussing them.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

charts, drawings) which appear on almost every page. Questions, which call for both factual and interpretation/opinion responses, are interspersed throughout the book. The mode of transaction is basically teacher-centric. Although pupils could read and answer questions on their own, no method of feedback is provided. Many questions call for opinions which could best be expressed and used as a learning experience in a group.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions economics-food getting, technology, religion; ~~social structure~~ (specify)
- [ ] Historical Issues of Institutions _____ (specify)
- [ ] Future Issues of Institutions _____ (specify)

SKILLS

- [ ] Inquiry Skills _____ (specify)
- [ ] Interpersonal Skills _____ (specify)
- [ ] Action Skills _____ (specify)

DISPOSITIONS

- [x] Respect for self
- [x] Respect for others
- [ ] Commitment to equity
- [x] Commitment to rationality
- [ ] Sense of conscience
- [ ] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [ ] Community/Neighborhood
- [x] Economics
- [x] Environment
- [ ] Equity
- [x] Family Life
- [ ] Futures of Society
- [x] Global Perspectives
- [ ] Law
- [ ] Multi-Ethnic Studies
- [x] Politics & Government
- [ ] Morals/Values
- [ ] Conflict Resolution
- [x] Individual & Social Development

COMMENTS

Concepts and vocabulary may be difficult for many seven year olds. Design is attractive and induces high interest level. Text clearly states objectives to students and follows through. Questions in text are developmentally appropriate; they promote reflections on personal experience.

Now titled: Australia and the Aborigines - (1978 catalogue)

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

77

DATE REVIEWED: 4/21/78 REVIEWER: C. Schwarzwalder

TITLE: American Communities DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $6.60

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 2 (second semester)

INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary Social Studies

PHYSICAL DESCRIPTION:

Teacher's Guide: 502 pages.

GOALS/OBJECTIVES:

To increase understanding of structure of social science disciplines and to develop concepts and inquiry and other skills related to these disciplines. Specifically to develop the following (and other) understandings about communities through analysis and comparisons of six American communities: geography, ethnic characteristics, social organization,customs and traditions, basic needs, labor, production, accultivation, government, etc.

DESCRIPTION OF OBJECTIVES: Major social science concepts to be developed are outlined at the beginning of each chapter. From one to ten specific objectives are listed for each section. Attainment of objectives is based on students' acquisition of discipline-related knowledge from the text and is manifest in students' ability to answer questions interspersed throughout the pupil text and answer questions suggested in the Guide.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

Topical content is contained in six booklets: "An Historical Community: Williamsburg, Va.; "A Military Community: Fort Bragg, N.C.; "An Apple-Growing Community: Yakima, Washington"; "A Forest Products Community: Crossett, Ark"; "A Steel-Making Community, Pittsburgh, Pa."; "A Rural Community, Webster City, Iowa". Material is presented through a narrative text with questions of various kinds (factual, complex, research needed) (cont'd)

SUBSTANTIVE DESCRIPTION (Content, instructional mode, etc.)

interspersed throughout. Preface to the Guide includes discussion of social science in primary grades, learning by inquiry, correlation of teacher's guide and pupil text. Body lists major concepts, outlines the material, and gives background information for each chapter. In addition, objectives, vocabulary, notes on questions in pupil text and activities are given for each section. Activities include: songs, questions, suggested writing activities, charts, investigation activities, etc. Review questions are listed at the end of each chapter and each booklet.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — economics-labor, management etc.; government nature and structure (specify)
- [x] Historical Issues of Institutions — " " " " (specify)
- [ ] Future Issues of Institutions — (specify)

SKILLS

- [x] Inquiry Skills — observing, experimenting, generalizing, forming and testing hypotheses, using logical reasoning, recognizing and interpreting facts, developing (specify) a systematic method of observation, making practical judgments.
- [ ] Interpersonal Skills — (specify)
- [ ] Action Skills — (specify)

DISPOSITIONS

- [x] Respect for self
- [x] Respect for others
- [ ] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [x] Community/Neighborhood
- [x] Economics
- [x] Environment
- [ ] Equity
- [x] Family Life
- [ ] Futures of Society
- [ ] Global Perspectives
- [x] Law
- [ ] Multi-Ethnic Studies
- [x] Politics & Government
- [x] Morals/Values
- [ ] Conflict Resolution
- [ ] Individual & Social Development

COMMENTS

Suggested activities are voluminous and diversified enough to be appropriate for most ability and interest levels.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

80

DATE REVIEWED: 4/18/78 REVIEWER: Joseph J. D'Amico

TITLE: The Making of Our America: The Metropolitan Community

DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America

COST: $5.64 $5.64 (see comments)

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: Grade 3

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary social studies (geography, economics, philosophy, politcal science, history, anthropology, sociology)

PHYSICAL DESCRIPTION: Teacher's Guide: 419 pages, teacher instruction divided into two sections as indicated in dual title.

GOALS/OBJECTIVES: Learn social studies concepts by studying information about past experiences of our nation and about the world today using inquiry. Develop conceptual framework, skills, and values that make learning more effective and meaningful. Sample concepts: time; varying rates of historical change; constant values; choice and environment; loyalty to American principles and institutions; how people earned living; causes of Revolutionary War; underlying principles of Constitution; growth of U.S. as international power; demography: division of labor; distribution; exchange; cultural environment; natural environment; surplus; economic organization; national character; social relations.

DESCRIPTION OF OBJECTIVES: No specific objectives; rather "Concepts and Problems" to be focused upon. But there are no specific performances, criteria or evaluations connected to these "C&P's."

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)
•Chronological American history and larger community study. •Inquiry skills: observing, experimenting (vicariously), testing/forming hypothesis; "using logical reasoning"; finding facts; interpreting; analyzing; synthesizing, "making practical judgments" (not at all used in this book) •Guide includes background chronology, vocabulary suggested inquiry activities (motivation), answers or guidance to text questions, additional references, and specific text-related activities.

The Making of Our America: The Metropolitan Community (cont'd)

CE APPLICATIONS (check all that apply)

KNOWLEDGE

(Second semester)
☒ Knowledge of Institutions — economics, government, law, technology (specify)

(First semester)
☒ Historical Issues of Institutions — economics, government, law, technology (specify)

☐ Future Issues of Institutions — (specify)

SKILLS

(Both semesters)
☒ Inquiry Skills — information processing, information analysis, values clarification (specify) (see also substantive description)

☒ Interpersonal Skills — discussion, group work. (specify)

☐ Action Skills — (specify)

DISPOSITIONS

☐ Respect for self	☐ Commitment to rationality
☒ Respect for others	☐ Sense of conscience
☐ Commitment to equity	☒ Commitment to "American" principles

TOPIC AREAS

☒ Civics/POD	☐ Global Perspectives
☒ Community/Neighborhood	☒ Law
☒ Economics Second semester	☐ Multi-Ethnic Studies
☒ Environment	☒ Politics & Government First semester
☐ Equity	☒ Morals/Values
☐ Family Life	☒ Conflict Resolution
☐ Futures of Society	☒ Individual & Social Development

COMMENTS

Vague guidance for instructional activities (see objectives). Relies on question/answer/discussion. Student text not included. Seems poorly integrated semester to semester (see review of student text). Is now too separate guides (1978 catalogue).

INSTRUCTIONAL MATERIALS
REVIEW FORM

-FROM SAMPLE OF MATERIAL-

82

DATE REVIEWED: 4/18/78 REVIEWER: Joseph J. D'Amico

TITLE: The Metropolitan Community DATE PUBLISHED: 1970

DEVELOPER: Educational Research Council of America COST: $ 3.30

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 3 (second semester

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INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary social studies (geography, history, sociology, anthropology, economic, law, government.

PHYSICAL DESCRIPTION:
Student booklet: 183 pages, written text with illustrations and photos.

GOALS/OBJECTIVES:
"When you finish studying this book, you will be able to answer many questions about metropolitan communities." Questions and problems (more abstract questions) are interpreted in booklet, (e.g., 100 questions by page 80).

DESCRIPTION OF OBJECTIVES: Objectives are implicit rather than explicit. They are based on the acquisition of specific discipline-oriented knowledge which is manifest in the student's ability to answer questions in book. Criteria referenced in that individual mastery of questions indicates task accomplishment.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.) Major topics covered:
1. globe skills 2. seasons 3. weather/climate 4. material/cultural environments 5. historical development of urban community 6. genealogy, 7. nature & composition of urban community (physical and human) 8. community government 9. community services 10. POD (city & national). Read ► answer questions.
Questions mix factual and interpretation/opinion responses.
Mixes fictional with factual episodes.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [X] Knowledge of Institutions — economics, technology, politics and government (specify)
- [X] Historical Issues of Institutions — economics, technology (specify)
- [ ] Future Issues of Institutions — (specify)

SKILLS

- [X] Inquiry Skills — information processing (specify)
- [ ] Interpersonal Skills — (specify)
- [ ] Action Skills — (specify)

DISPOSITIONS

- [ ] Respect for self
- [X] Respect for others
- [X] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [X] Commitment to "American" principles

TOPIC AREAS

- [X] Civics/POD
- [X] Community/Neighborhood
- [X] Economics
- [X] Environment
- [ ] Equity
- [ ] Family Life
- [ ] Futures of Society
- [ ] Global Perspectives
- [X] Law
- [X] Multi-Ethnic Studies
- [X] Politics & Government
- [ ] Morals/Values
- [ ] Conflict Resolution
- [X] Individual & Social Development

COMMENTS

Fry test on one section puts readability way above grade level. Not much coordination in topic areas, i.e., many concepts/topics appear but are not well-developed (e.g., genealogy, cottage industry, barter). Teacher's guide gives only sketchy assistance. Globe skills and concepts seem developmentally inappropriate as presented.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

84

DATE REVIEWED: 4/19/78 REVIEWER: C. Schwarzwalder

TITLE: Agriculture: Man and the Land
Teacher's Guide

DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America

COST:$3.90

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: Grade 4
(first semester)

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary social studies (emphases on economics; also geography, philosophy-religion-psychology, sociology-anthropology, political science, history)

PHYSICAL DESCRIPTION: Teacher's Guide : 204 pages

GOALS/OBJECTIVES:

General objectives include: the development of concepts from the social science disciplines (listed above); the development of age level appropriate inquiry skills (see "Skills"); the ability to use these concepts and skills in addressing social issues; the ability to see total situation and processes; and a willingness on the part of the student to examine his/her own cultural values and empathize with those of other cultures.

DESCRIPTION OF OBJECTIVES:

The discipline focus of Grade 4 is economics. Specific objectives include the ability to define and use the term and to recognize and apply some basic economic concepts, e.g., growth factors, capital, savings, and surplus. Questions pertaining to the content areas of each chapter in the pupil text are set forth in the Teacher's Guide and are termed "objectives."

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

Content: This text uses the case study approach to an understanding of economics. The text is divided into 3 parts: Part 1 "Muscles to Machines" deals with primitive man's food-gathering processes. Part 2 "Two Ways of Agriculture in the World Today" compares traditional rice cultivation in Java with rice growing in Texas. Part 3 "The Breadbasket of America" is a study of American plains wheat growing. Transition from rice to cotton cultivation in the South and the Civil War are also covered. Emphasis is on the economic problems of developing countries. (cont'd)

Agriculture: Man and the Land
Teacher's Guide (cont'd)

SUBSTANTIVE SUBSCRIPTION (cont'd)

Discussion of the machine's importance in U.S. agriculture leads to the second semester work -- the study of industry.

Instructional Mode

The text is conversational in tone, with inquiry problems and questions interspersed with the narrative. It is explained in both student text and teacher guide that questions are of 3 types: simple fact; more complicated; optional, involves additional preparation. Guide contains for each chapter, name, theme, outline, concepts and objective, background information, introductory inquiry activity, notes on questions, activities.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — economics-capitalism, technology-agriculture (specify)
- [x] Historical Issues of Institutions — economics, technology (specify)
- [ ] Future Issues of Institutions — (specify)

SKILLS

- [x] Inquiry Skills — 1. observing and experimenting in order to make generalizations 2. forming and testing hypotheses 3. using logical reasoning 4. finding and interpreting facts 6. making practical judgments. (specify)
- [ ] Interpersonal Skills — (specify)
- [ ] Action Skills — (specify)

DISPOSITIONS

- [ ] Respect for self
- [ ] Respect for others
- [ ] Commitment to equity
- [ ] Commitment to rationality
- [ ] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [ ] Community/Neighborhood
- [x] Economics
- [ ] Environment
- [ ] Equity
- [ ] Family Life
- [ ] Futures of Society
- [x] Global Perspectives
- [ ] Law
- [ ] Multi-Ethnic Studies
- [x] Politics & Government
- [x] Morals/Values
- [x] Conflict Resolution
- [ ] Individual & Social Development

COMMENTS

The Teacher's Guide has a Western bias and implies that the peoples of underdeveloped nations are inferior because they do not exhibit "Western" traits: "In large part continued economic growth (such as that in the U.S.) is possible only when a majority of the population can be said to possess such traits as political maturity, sensible priorities for material attainment, pride in hard work and achievement, frugality, etc. -- qualities that have been achieved in the West within the Judeo-Christian ethic. Such an ethic. . . is not so easily transferred to or accepted by an underdeveloped nation as are machines or tools." Loaded words such as "foolish" are used in relation to the policies of certain underdeveloped countries. (now entitled Agriculture: People and the Land - 1978 catalogue)

INSTRUCTIONAL MATERIALS
REVIEW FORM

-FROM SAMPLE OF MATERIAL-

87

DATE REVIEWED: 4/18/78 REVIEWER: C. Schwarzwalder

TITLE: Industry: Man and the Machine
Teacher's Guide

DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America

COST: $3.90

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: Grade 4
(second semester)

INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary social studies (emphasis on economics; also includes geography, philosophy-religion-psychology, sociology-anthropology, politcal science, history)

PHYSICAL DESCRIPTION:

Teacher's Guide: 178 pages

GOALS/OBJECTIVES:

The foreword of Industry: Man and the Machine refers the reader to the Teacher's Guide for Agriculture: Man and the Land for general objectives.

DESCRIPTION OF OBJECTIVES:

General objectives for the text can be inferred from the statement of concepts to be developed. Lists of questions for each chapter in the pupil text are labeled "objectives" and are related to the content of the chapter. They call for both factual and interpretation/opinion responses. The Guide suggests if pupils can answer questions and relate them to the concepts, they have understood the lesson.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

The text uses a case study approach to illustrate economic concepts. The Guide suggests that chapters 1 and/or 2 can be used to examine modern industry -- the division of labor, swift expansion of machine processes and rise of the factory systems. The automobile industry organization of business, development of labor unions, changes in society due to technology. The foreword of the Teacher's Guide lists "hints" on using the pupil texts, classroom material suggestions and instructions for using the Teacher's Guide.

Industry: Man and the Machine
Teacher's Guide (cont'd)

SUBSTANTIVE DESCRIPTION (Content, instructional mode, etc.)

The body of the guide is divided into chapters corresponding to pupil text chapters. Each chapter contains the name, theme and outline of the chapter, concepts and objectives, background information, introductory, inquiry activity, notes on questions and student activities. Resources are listed at the end of each part.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

☒ Knowledge of Institutions economics-labor unions, factory systems; technology
(specify)

☒ Historical Issues of Institutions economics-labor unions, factory systems; technology
(specify)

☐ Future Issues of Institutions
(specify)

SKILLS

Observing and experimenting in order to make generalizations; forming and testing hypotheses, using logical reasoning, finding and interpreting facts, developing a systematic method of investigations and making judgments.

☒ Inquiry Skills
(specify)

☐ Interpersonal Skills
(specify)

☐ Action Skills
(specify)

DISPOSITIONS

☐ Respect for self	☐ Commitment to rationality
☐ Respect for others	☐ Sense of conscience
☐ Commitment to equity	☒ Commitment to "American" principles

TOPIC AREAS

☐ Civics/POD	☐ Global Perspectives
☐ Community/Neighborhood	☐ Law
☐ Economics	☐ Multi-Ethnic Studies
☒ Environment	☒ Politics & Government
☐ Equity	☐ Morals/Values
☐ Family Life	☐ Conflict Resolution
☐ Futures of Society	☐ Individual & Social Development

COMMENTS

Now titled Industry: People and the Machine (1978 catalogue)

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

90

DATE REVIEWED: 4/18/78 REVIEWER: C. Schwarzwalder

TITLE: Industry: Man and the Machine DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America COST: $3.90

PUBLISHER: Allyn and Bacon, Inc. LEVEL: Grade 4 (second semester)

INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary social studies (emphasis on economics; also includes geography, philosophy - religion - psychology, sociology - anthropology, political science, history)

PHYSICAL DESCRIPTION:

Pupil text - 247 pages, written text with illustrations and photos.

GOALS/OBJECTIVES:

Objectives are delineated in the Introduction: "... you will find out how people make the things we need and want. You will learn about machines that were invented to help make these things. You will learn how men looked for better ways to make them and why." Other objectives included: learning about economics, how men get money to build factories, how factories produce goods, how workers earn money to buy goods and how automation has changed industry and the world.

DESCRIPTION OF OBJECTIVES:

Goals and objectives are explicitly delineated in the introduction (as stated above).

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.) Narrative included both fictional and factual episodes. Questions interspersed throughout the text call for factual and interpretation/opinion responses. Economic issues are explored through the case method. Part 1 deals with the canning industry; Part 2, the clothing industry; and Part 3, the automobile industry. Part 4 describes business organizations and labor unions. Part 5 describes specific inventions, such as automatic feedback devices and computers, which have created widespread societal change. The last section deals with problems of change.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

☒ Knowledge of Institutions ecomonics-labor unions, factory systems; technology
(specify)

☒ Historical Issues of Institutions ecomonics-labor unions, factory systems; technology
(specify)

☒ Future Issues of Institutions Underdeveloped nations-economic and political issues
(specify)

SKILLS

☒ Inquiry Skills information process
(specify)

☐ Interpersonal Skills
(specify)

☐ Action Skills
(specify)

DISPOSITIONS

☐ Respect for self	☐ Commitment to rationality
☐ Respect for others	☐ Sense of conscience
☐ Commitment to equity	☒ Commitment to "American" principles

TOPIC AREAS

☐ Civics/POD	☒ Global Perspectives
☐ Community/Neighborhood	☐ Law
☒ Economics	☐ Multi-Ethnic Studies
☒ Environment	☒ Politics & Government
☐ Equity	☒ Morals/Values
☐ Family Life	☐ Conflict Resolution
☒ Futures of Society	☐ Individual & Social Development

COMMENTS

Text gives a clear overview of many economic topics but depth is lacking. Information about the role of government is minimal. The final chapter is simplistic and subjective -- describes "free" and "unfree" societies, equating these terms with good and bad. "Good human values" are listed.

Now entitled Industry: People and the Machine - (1978 catalague)

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

92

DATE REVIEWED: 4/21/78 REVIEWER: C. Schwarzwalder

TITLE: Greek and Roman Civilization (The Human Adventure, Book 3) Teacher's Guide
DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America
COST: $2.76

PUBLISHER: Allyn & Bacon, Inc.
LEVEL: Grade 5

INTENDED CONTENT AREA OR APPLICATION:
Interdisciplinary social studies (political science, economics, geography, philosophy - religion - psychology, sociology - anthropology, history)

PHYSICAL DESCRIPTION:
Teacher's Guide: 128 pages.

GOALS/OBJECTIVES:
To foster an understanding of the history of civilization, particularly the role of ideas in cultural differentiation, and the rise and fall of various forms of civilization. To develop concepts in economics, political science, philosophy and other social science discipline. For explanation of cumulative goals, reader is refered to Teacher's Guide for Ancient Civilization (Grade 5, Book 1).

DESCRIPTION OF OBJECTIVES:
Both general and specific objectives are explicit. However, questions in the Teachers Guide termed "objectives" generally call for factual responses and distinctions between them, concepts, and general objectives are not clear. Emphases include cognitive development and democratic socialization.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)
Booklet is third in a fifth grade series of four texts entitled: The Human Adventure. Topics are chronological and emphasize Athens under Pericles the Pelèponnesian War; republicians and imperial Rome: the spread of Christianty; and the synthesis of Judeo - Christian and Greco - Roman tradition. Parallels are drawn between Greek democracy and American Constitutional government. Each chapter of the pupil text is dealt with in a corresponding chapter of the Teacher's Guide. (MORE)

Greek and Roman Civilization
(The Human Adventure, Book 3, Teacher's Guide (cont'd)

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)

Material in the Guide includes:
1) name, theme and outline of chapter
2) concepts and "objectives" (specific content-related questions to be examined)
3) background information
4) suggestions for teaching
5) introductory inquiry activity
6) notes on questions
7) activities.

Resources are listed at end of Guide. Mode of transaction is basically teacher-centric. Textual information is brief and needs teacher elaboration. "Background Information" provides additional content and perspective.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [x] Knowledge of Institutions — government -- federal structure Constitution; law; economics; religion; *(specify)*
- [x] Historical Issues of Institutions — government -- federal (Greek & Roman influence); religion; law; economics *(specify)*
- [ ] Future Issues of Institutions — *(specify)*

SKILLS

- [x] Inquiry Skills — generalizing; forming and testing hypotheses; using logical reasoning; finding and interpreting facts; developing a systematic *(specify)* method of investigation; making practical judgments
- [ ] Interpersonal Skills — *(specify)*
- [ ] Action Skills — *(specify)*

DISPOSITIONS

- [ ] Respect for self
- [ ] Respect for others
- [ ] Commitment to equity
- [x] Commitment to rationality
- [ ] Sense of conscience
- [x] Commitment to "American" principles

TOPIC AREAS

- [x] Civics/POD
- [ ] Community/Neighborhood
- [x] Economics
- [ ] Environment
- [ ] Equity
- [ ] Family Life
- [ ] Futures of Society
- [x] Global Perspectives
- [x] Law
- [ ] Multi-Ethnic Studies
- [x] Politics & Government
- [x] Morals/Values
- [ ] Conflict Resolution
- [ ] Individual & Social Development

COMMENTS

Guide contains a diversity of material, some of which is superfluous. Activities are age appropriate but are often wordy and not clearly outlined.

INSTRUCTIONAL MATERIALS
REVIEW FORM

-FROM SAMPLE OF MATERIAL-

95

DATE REVIEWED: 4/21/78 REVIEWER: C. Schwarzwalder

TITLE: Greek & Roman Civilization
(The Human Adventure, Book 3)

DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America

COST: $4.14

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: Grade 5

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary Social Studies (political science, economic, geography, philosophy-religion-psychology, sociology-anthropoloty, history)

PHYSICAL DESCRIPTION: Pupil Text: 154 pages, photos, charts, maps, drawings, glossary and index.

GOALS/OBJECTIVES: Related in text to students. "To help you find out things for yourself and use the things you know. To better understand U.S. culture and government by understanding that of the Greeks and Romans."

DESCRIPTION OF OBJECTIVES: Objectives are both explicit and implicit. The text draws many analogies and comparisons which relate to content to the broader framework (interrelated Social Science; influence of past on present). Emphases include cognitive development and democratic socialization.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)
Booklet is third in a fifth grade series of four texts. Topics are presented chronologically with frequent reference to the present and include: (see sheet on Teacher's Guide). Mode of transaction in basically teacher-centric. Concepts and information are developed through factual and fictional narrative, maps, charts, photos and illustrations, and questions interspersed throughout the text.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

☒ Knowledge of Institutions Government-federal structure, Constitution: law; economic; religion
(specify)

☒ Historical Issues of Institutions Government-federal (Greek & Roman influence); religion; law; economics
(specify)

☐ Future Issues of Institutions
(specify)

SKILLS

☒ Inquiry Skills information processing.
(specify)

☐ Interpersonal Skills
(specify)

☐ Action Skills
(specify)

DISPOSITIONS

☐ Respect for self	☒ Commitment to rationality
☐ Respect for others	☐ Sense of conscience
☐ Commitment to equity	☒ Commitment to "American" principles

TOPIC AREAS

☒ Civics/POD	☒ Global Perspectives
☐ Community/Neighborhood	☒ Law
☒ Economics	☐ Multi-Ethnic Studies
☐ Environment	☒ Politics & Government
☐ Equity	☒ Morals/Values
☐ Family Life	☐ Conflict Resolution
☐ Futures of Society	☐ Individual & Social Development

COMMENTS

Program requires much teacher input. Text is brief; questions are largely of an interpretation/opinion type and require teacher-led discussion to be effective. No student feedback is provided.

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

97

DATE REVIEWED: 4/18/78 REVIEWER: Judith P. Wilson

TITLE: The Human Adventure
The Challenge of Change

DATE PUBLISHED: 1971

DEVELOPER: Educational Research Council of America

COST: $2.76

PUBLISHER: Allyn and Bacon, Inc.

LEVEL: Grade 6

INTENDED CONTENT AREA OR APPLICATION: Interdisciplinary (economics, philosophy, history, anthropology)

PHYSICAL DESCRIPTION: Teacher's Guide: 137 pages, teacher instruction.

GOALS/OBJECTIVES: To learn the effects of the eighteenth century revolutions on the lives of the people involved and the interaction of the social, political and intellectual factors that brought on the revolutions. Concepts covered include economics, politics, and philosophy.

DESCRIPTION OF OBJECTIVES: Concept and objective sections focus attention on the disciplines and concepts to be covered in each section. Objectives are topical questions; concepts are descriptive phrases. Helpful to teachers is the section at the end of each of the six chapters entitled, Suggestions for Teaching. Here the objective of each chapter is clearly stated.

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.)
•Chronological review of the important revolutions of the 13th century and their subsequent effect on the world. •Revolutions include: Revolutionary war in America, the French Revolution and its aftermath of Napoleonic Empire, technological-industrial revolution. •Guides include background historical information for students, inquiry questions and activities.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [X] Knowledge of Institutions — historic, economic, political *(specify)*
- [X] Historical Issues of Institutions — world, technological *(specify)*
- [ ] Future Issues of Institutions — *(specify)*

SKILLS

- [X] Inquiry Skills — research, experimentation *(specify)*
- [X] Interpersonal Skills — role playing, discussion *(specify)*
- [ ] Action Skills — *(specify)*

DISPOSITIONS

- [X] Respect for self
- [X] Respect for others
- [ ] Commitment to equity
- [X] Commitment to rationality
- [X] Sense of conscience
- [X] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [ ] Community/Neighborhood
- [X] Economics
- [ ] Environment
- [ ] Equity
- [ ] Family Life
- [ ] Futures of Society
- [X] Global Perspectives
- [ ] Law
- [ ] Multi-Ethnic Studies
- [X] Politics & Government
- [X] Morals/Values
- [X] Conflict Resolution
- [X] Individual & Social Development

COMMENTS

INSTRUCTIONAL MATERIALS REVIEW FORM

-FROM SAMPLE OF MATERIAL-

99

DATE REVIEWED: 4/21/78 **REVIEWER:** Judith P. Wilson

TITLE: Human Adventure The Challenge of Change **DATE PUBLISHED:** 1971

DEVELOPER: Educational Research Council of America **COST:** $3.87

PUBLISHER: Allyn and Bacon, Inc. **LEVEL:** Grade 6

INTENDED CONTENT AREA OR APPLICATION:

Interdisciplinary (economics, philosophy, history, anthropology)

PHYSICAL DESCRIPTION:

Student text: 170 pages, written text with drawings and photos.

GOALS/OBJECTIVES:

To study different kinds of revolutions (e.g., French Revolution)

DESCRIPTION OF OBJECTIVES:

Objective of text is stated in the preface, "Challenge of Change," in the section called "Revolutions."

SUBSTANTIVE DESCRIPTION (content, instructional mode, etc.) Chronological study. Begins with a preface entitled, "Challenge of Change." Gives background of the kinds of changes occurring in nations, e.g., technology--nationalism, revolution; thought questions posed throughout. In order to see how change affects nations, text begins with the development of two nation-states (England & France); goes on to talk about the American Revolution, French Revolution and the industrial revolution. Finally text concludes with a review of the Age of Revolutions - 1776-1815; drawings, illustrations, photos used throughout.

CE APPLICATIONS (check all that apply)

KNOWLEDGE

- [X] Knowledge of Institutions — social, technological, philosophical, economic *(specify)*
- [X] Historical Issues of Institutions — social, economic *(specify)*
- [ ] Future Issues of Institutions — *(specify)*

SKILLS

- [X] Inquiry Skills — experimenting *(specify)*
- [X] Interpersonal Skills — discussion, role playing *(specify)*
- [ ] Action Skills — *(specify)*

DISPOSITIONS

- [X] Respect for self
- [X] Respect for others
- [ ] Commitment to equity
- [X] Commitment to rationality
- [X] Sense of conscience
- [X] Commitment to "American" principles

TOPIC AREAS

- [ ] Civics/POD
- [ ] Community/Neighborhood
- [X] Economics
- [X] Environment
- [ ] Equity
- [X] Family Life
- [ ] Futures of Society
- [X] Global Perspectives
- [ ] Law
- [X] Multi-Ethnic Studies
- [X] Politics & Government
- [X] Morals/Values
- [X] Conflict Resolution
- [X] Individual & Social Development

COMMENTS